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Reports of the New Mexico Superintendent of Public Instruction

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Report of the Superintendent of Public Instruction ... <March 1, 1891, to December 31, 1891>-<for the year ending December 31st, 1896>, <for the scholastic year ending October 1, 1902>, <for the scholastic year ending October 1, 1904>

Annual report of the Superintendent of Public Instruction to the Governor of New Mexico, <16th (December 1906)>

LLMC 01-795t

EXHIBIT "S."

REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

For the Scholastic Year Ending
October 1, 1904.

LETTER OF TRANSMITTAL.

Office of Superintendent of Public Instruction.
Santa Fe, New Mexico, December 31, 1904.

His Excellency, Miguel A. Otero, Governor of New Mexico.

Sir:—As required by law, I have the honor to submit herewith the fouteenth Annual Report of the Superintendent of Public Instruction for the scholastic year ending October 1, 1904.

I have the honor to be, sir very respectfully your obedient servant,

Amado Chaves,
Superintendent of Public Instruction.

OFFICIAL SCHOOL REGISTER.

Office of
The Superintendent of Public Instruction,
Santa Fe. New Mexico, Oct. 1st, 1904.

NEW MEXICO TERRITORIAL BOARD OF EDUCATION.

Name.	Address.
Gov. M. A. Otero, President	Santa Fe.
Col. J. Franco Chaves, Supt. Pub. Inst., Secretary	Santa Fe.
W. G. Tight	Albuquerque.
C. M. Light	Silver City.
Peter J. Schneider	Santa Fe.
Maggie J. Bucher	Las Vegas.
Luther Foster	Mesilla Park.

COUNTY SCHOOL SUPERINTENDENTS FOR 1904.

Counties.	Names.	Address.
Bernalillo,	Eslavio Vigil,	Albuquerque.
Chaves,	J. McL. Gardiner,	Roswell.
Colfax,	W. A. Chapman,	Raton.
Doña Ana,	Albert J. Fountain,	Las Cruces.
Eddy,	M. P. Kerr,	Carlsbad.
Grant,	Alvan N. White,	Siver City.
Leonard Wood,	Fred. L. Braun,	Santa Rosa.
Lincoln,	E. J. Coe,	White Oaks.
Luna,	U. Francis Duff,	Deming.
McKinley,	J. H. Coddington,	Gallup.
Mora,	Rafael Romero,	Mora.
Otero,	J. E. Edgington,	Alamogordo.
Quay,	Milnor Rudulph,	Tucumcari.
Rio Arriba,	Silviano Roibal,	Tierra Amarilla.
Roosevelt,	J. C. Llewellyn,	Portales.
Sandoval,	J. B. Archuleta,	Sandoval.
San Juan,	O. C. McEwen,	Farmington.
San Miguel,	Jesus M. Quintana,	Las Vegas.
Santa Fe,	John V. Conway,	Santa Fe.
Sierra,	Francisco Luna y Garcia,	Hillsboro.
Socorro,	A. C. Torres,	Socorro.
Taos,	Antonio B. Trujillo,	Taos.
Union,	Luciano Castillo,	Clayton.
Valencia,	Jesus C. Sanches.	Los Lunas.

PRINCIPALS OF CITY SCHOOLS.

Name.	Address.
W. M. Heiney	Raton.
Miss Maggie J. Bucher	Las Vegas.
J. A. Wood	Santa Fe.
A. B. Stroup	Albuquerque.
W. H. Decker	Gallup.
Joseph J. Eppele	Socorro.
M. A. Molina	Las Cruces.
M. R. Koehler	Silver City.
John W. Barton	Deming.
L. W. Martin	Roswell.
E. F. Wright	Carlsbad.

HEADS OF TERRITORIAL INSTITUTIONS.

W. G. Tight, President, University of New Mexico	Albuquerque.
Luther Foster, President, Agricultural College	Mesilla Park.
C. M. Light, Principal, New Mexico Normal School	Silver City.
C. R. Keyes, Director, New Mexico School Mines	Socorro.
E. J. Vert, President, New Mexico Normal University	Las Vegas.
Maj. J. W. Wilson, New Mexico Military Institute	Roswell.
———— Supt. School for Deaf and Dumb	Santa Fe.

REPORT.

The whole number of persons in New Mexico between the ages of 5 and 21 years, October 1, 1904, was 68,400.

The whole number of persons actually enrolled in all schools during the year ending October 1, 1904, was 52,826.

The average daily attendance was 38,664.

The number of schools was 835.

The number of teachers employed was 1,259.

The average number of months taught in all schools was 8.

Total salary paid teachers $436,179.26.

Annual receipts $834,749.42.

Annual expenditures $675,620.28.

Value of all school property $2,267,522.95.

Expended in improvements on school property during the year $144,619.81.

The whole number of persons actually enrolled in the public schools proper was 39,704.

The whole number of persons actually enrolled in the city schools was 6,354.

The whole number of persons actually enrolled in the Territorial Educational Institutions was 995.

The number of teachers employed in the eight city high schools 24.

The whole number of children actually enrolled in the eight high schools was 407.

Public school Kindergartens 1.

Pupils enrolled in Public School Kindergartens 85.

The present value of public school property is $1,759,164.95.

The average number of months taught in the public schools was 4.25

The average salary paid teachers in the public schools was $69.07. for time actually employed.

The average monthly salary paid teachers in the higher educational institutions was $100.48.

The average annual cost of educating pupils in the higher institutions was $148.14.

The average annual cost of educating pupils in the city schools was $18.43.

The average annual cost of educating pupils in the rural schools was $8.89.

The number of volumes in school libraries is 44,761.

The value of libraries and apparatus is $108, 034.83.

The value of public school property in towns and cities is $425,425.00.

The value of public school property in the rural districts is $824,739.95.

The value of all property of the higher educational institutions is $509,000.

There has been great progress in school work during the past year in all the counties of the Territory, as will apear from the accompanying statement which gives an insight as to the amount of work done in each county during the year.

THE COUNTY SCHOOLS.

The duties of the County School Superintendent are varied and exacting but they are doing their work effectively. There has been a general and most hopeful movement for better material conditions, better teaching, and, therefore, better schools which has been visible to the most casual observer in every county. To this movement, I believe every County Superintendent has contributed, according to his strength and ability. It would certainly be difficult to name the exceptional cases. With some knowledge of what is going on in nearly every county I do not know of any.

TERRITORIAL INSTITUTIONS AND CITY SCHOOLS.

I beg to call particular attention to the reports of the Territorial Institutions of learning and to the reports of the principals of the City Schools. These institutions and schools are thoroughly equipped in all particulars and are making most satisfactory progress.

KINDERGARTENS.

The Kindergarten of Santa Fe occupies the unique distinction of being the only absolutely free Kindergarten in the Territory, being connected with the Public Schools of the City, thus forming, as it always should, the first-step in the primary education of our children.

The three-fold training of head, heart and hand, developing as it does, the intellect, the sensibilities and the body, is of incalculable benefit alike to the children of poorer parentage whom it is our duty to train to good citizenship, and to those of better circumstances who equally need in tender years to mix with less fortunate children in the happy atmosphere of the true Kindergarten. Besides this, the Kindergarten proves an open sesame to the children of native parentage in acquiring the English tongue, which it is a large part of their education to learn understandingly, and thinkingly. Were every native child to have in early years the free, yet disciplined training of th Kindergarten, that great difficulty of mechanical reading which is such an obstacle to Grade Teachers in New Mexico would be largely obviated.

It is to the credit of the Kindergarten of Santa Fe that of the six hundred children who have had the benefit of its training, more than half of whom have come from Spanish speaking homes, scarcely one has passed through its course without acquiring, almost unconsciously, the ability to speak the English tongue freely and understandinly, to think it, which is the key-stone in the mastery of any language. But yet in every way the true Kindergarten by its songs, its stories, and its work fosters among any people the love of novel home customs, and festivals. It is therefore no wonder that by the parents of Santa Fe the Kindergarten is held in high esteem, no matter to what class of creed they belong.

This is proved by the fact that while in the first year of its establishment in Santa Fe the total enrollment was less than forty, of which only three children of Spanish parentage were committed to its care, the second year this latter number was increased to fifteen in an enrollment of sixty, and in succeeding years more than half of the yearly enrollment of eighty-five have been the children of native homes.

The course consisting of two years, the first the Kindergarten proper; the second what is known as "Connecting Work," during which the child is practically fitted for the First Reader, thus being enabled to omit the Chart class in which so many children struggle in over crowded classes for the greater part of their first school years. Each daily session is devided into two portions of two and one-half hours each, thus enabling the Kindergartener to teach the greater number of children in the given time besides keeping the grades as distinct as in the higher grades of school work. It will thus be seen that, instead of being an expensive luxury, the Kindergarten is of practical value in relieving the over crowded Primary Grades of the great numbers that distend its ranks, till proper care of each child's needs becomes an impossibility, and mental stagnation of the pupil often results.

It is most earnestly wished that in every public school of the territory the Kindergarten schould form the first, and rightful step, in the character building of our children.

The semi-Kindergarten and private Kindergarten while doing, no doubt, good work, are yet too circumscribed to be of the value they should be to all classes and conditions were they complete and free Kindergartens.

It is to the credit of Santa Fe that in this, her ninth year, of Public Kindergarten work the efficiency and popularity of this system is sustained.

The numer of children actually enrolled in the Kindergarten at Santa Fe during the year was eighty-five and the average daily attendance was eighty.

INDIAN SCHOOLS.

There are in New Mexico a large number of Indian Schools maintained by the government of the United States.

They are entirely beyond the scope of my official authority for which reason they are not included in this report. They are doing excellent work and this very year some of the graduates of those schools are in charge of some of our Public Schools.

PRIVATE AND SECTARIAN SCHOOLS.

The private and sectarian schools throughout the Territory are in a very prosperous condition as will appear from the tables accompanying this report.

PRIVATE SCHOOLS.

San Miguel College, Santa Fe.

This College founded by the Christian Brothers in 1859, still holds its own as one of the leading institutions of learning in the southwest. In the beginning the Brothers took quarters in rented buildings, but today they have their own buildings, which have cost nearly $50,000.

The college is unendowed and it has not received any share of the public funds. It has been self supporting from its foundation.

Two hundred and twenty-four pupils have been enrolled during the present year. The course of study consists of the English language, mathematics, commercial branches, phonography, typewriting, chemistry, assaying and music.

The college has a well stocked cabinet of minerals, and a good chemical laboratory.

The Christian Brothers also conduct the La Salle Institute, at Las Vegas, with an attendance of 120 scholars, and a school in Bernalillo with 130 scholars.

ACADEMY OF LORETTO.

The Academy of Our Lady of Light was founded by the Sisters of Loretto in 1853. The first sisters started from the mother house in Kentucky, June 26, 1852, and arrived in Santa Fe the following October, accompanying the late Archbishop (then bishop) Lamy, who had gone to the States to procure teachers for his extensive diocese. They were four in number, with Mother Magdalen Hayden as Superior. They were unable to open school until January 1, 1853, having to acquire the Spanish language. As soon as this was accomplished they commenced to teach in the house which Bishop Lamy had given them opposite the Cathedral. Here they remained until 1855, when they moved to the present site, it being a much more desirable location. The lot on which stands "La Casa Americana," so-called because it was the first house with a shingle roof in Santa Fe, was given to the Sisters by Bishop Lamy, who always had the welfare of the school at heart. Here good adobe houses were built and the school began a prosperous career. Its good name spread and soon the house was filled with boarders, fifty being the greatest number. The present academy was finished in 1881, and cost about $24,000. It is furnished with modern improvements, gas, water, steam, etc., and is noted for its bright, sunny, well ventilated school rooms. The course of study includes the elementary and higher branches of an English education. Phonography, typewriting, painting, music, plain and ornamental needle work, etc., are likewise taught. The number of boarders is not so great as in former years, on account of the branch houses of the order, which are scattered throughout the Territory. The academy was incorporated in 1874.

They also have a select day school in connection with the boarding school.

The historical old adobe building formerly occupied by the Sisters of Loretto has been torn down and in its place a beautiful three-story brick building has been erected at an expense of about $10,000. The enrollment in 1904 was 77.

FREE TEXT BOOKS.

I fully agree with my predecessor in his recommendation concerning "Free text books for New Mexico." I quote from one of his reports the following:

"In many localities, particularly in the rural districts, even the small cost of these necessary books amounts practically to prohibition. I am therefore constrained to urge the wisdom of a territorial policy that shall supply all text books free of cost to the people We fail to discern why the cost of school books should not be a legitimate charge upon the public funds, as the providing of school houses, teachers, fuel, light, etc. This plan is in vogue in many states, and in some states where it is not in force many of the cities and districts provide free text books. Among the states having laws in this line are Maine, Maryland, Delaware, Idaho, New Jersey, New Hampshire, Rhode Island and others. In the other states the law provides for the free conveyance of pupils to and fro from their homes to the schools, and in others, as in Illinois, every rural school is supplied by the state with a rather complete library. Thus taking into consideration the advanced position other commonwealths have voluntarily assumed on this subject it would seem but just that New Mexico now take another forward step in her educational history. Nor will it be prudent to require simply that the school districts be authorized to place an additional tax upon themselves to defray the costs of these free text books. That would still be, although indirectly, placing the burden upon those least able to bear it All the present school revenues, of whatsoever description, even to the straight three-mill levy on all territorial property, should be left intact so far as this additional expenditure is concerned, and the necessary funds for supplying text books, in the opinion of the superintendent of public instruction, should be provided by a new and direct appropriation made by the general assembly for this specific purpose."

As to the educational pogress we are making in New Mexico, the results attained within the past fourteen years are highly gratifying. In the year 1890 we bore the stigma of discouraging illiteracy; for, taking our population as a whole, over 44 per cent. were unlettered. This heavy and discouraging percentage was due, of course, to the circumstances, into which it is not necessary to enter into here. There was high culture in New Mexico, but it was not broadened out to include all the elements of our population. American energy and enthusiasm have been at work since then. We have reduced the illiteracy nearly two-thirds. We have brought it down to fifteen per cent.

At the great World's Fair at St. Louis, the educational exhibit of New Mexico attracted much attention and called forth appreciative comment. The silver medal, second only in order of awards, was given to us.

This gratifying fact will do much to eradicate the erroneous impression abroad that we are backward in educational matters.

Respectfully submitted,
AMADO CHAVES,
Superintendent of Public Instruction.

Las Vegas, N. M., Dec. 8, 1904.

Hon. Amado Chaves, Territorial Superintendent of Public Instruction, Santa Fe, N. M.

Sir:—I have the honor to submit the following report of the work of the New Mexico Normal University for the past year.

The sixth Academic year ended on the third day of June, at which time seven students were graduated, two from the Academic course and five from the Normal. One of the number received two diplomas, one from each course.

The changes made during the past year in the courses offered by this institution fall into three classes, namely: The adjustment of the Academic and the sub-Academic courses to the needs of the youth of this part of the Territory, the organization of the elementary Normal course, and the extension of the Advanced Nomal course In all these changes the aim has been to adapt the work of this institution to the needs of the greatest possible number of students who may seek admission.

In the B Junior Department provision is made for those who have not in their local schools satisfactory advantages in the first seven grades of public school work. This department was opened for the first time last September and from the beginning the attendance has justified its establishment. During this time at least four counties have been constantly represented in its enrollment.

The A Junior Department is designed to meet the needs of those who desire a careful review of the common branches before beginning higher work. Those preparing for a first grade teacher's certificate take their common branches in this department. Though it corresponds in some particulars to the eighth grade in public schools, in all branches the course is more thorough and extensive than that usually offered in that grade.

ACADEMIC COURSE.

FRESHMAN YEAR

FIRST SEMESTER.

REQUIRED	ELECTIVE
Algebra	Latin—Latin Lessons
English—Advanced English Grammar, and Expressive Reading	Biology
	Manual Training

SECOND SEMESTER.

REQUIRED	ELECTIVE
Algebra	Latin—Latin Lessons
English—Composition and Rhetoric, and Expressive Reading	Botany
	Physiology
	Manual Training

SOPHOMORE YEAR

FIRST SEMESTER.

REQUIRED	ELECTIVE
Plane Geometry	Latin—Caesar
	Ancient History
English	Geology 1-2; Physical Geography 1-2
	Zoology
	Manual Training

SECOND SEMESTER.

REQUIRED	ELECTIVE
Plane Geometry	Latin—Caesar
English	Ancient History 1-2 Mediaeval History 1-2
	Physical Georgraphy 1-2
	Elem. Astron 1-2
	Manual Training

JUNIOR YEAR

FIRST SEMESTER.

REQUIRED	ELECTIVE
Advanced Algebra, Latin, Spanish or English	Latin—Cicero
	Spanish
	Chemistry
	Psychology
	Art
	Vocal Music

SECOND SEMESTER.

REQUIRED	ELECTIVE
Solid Geometry, Latin or Spanish	Latin—Cicero
English—Shakespears	Spanish
	Chemistry
	English History
	Art
	Vocal Music

SENIOR YEAR

REQUIRED	ELECTIVE
FIRST SEMESTER.	
Physics, Latin or Spanish	Latin—Virgil
United States History	Spanish
	Art
	Vocal Music
SECOND SEMESTER.	
Physics, Latin or Spanish	Latin—Virgil
Civics	Spanish
	Art
	Vocal Music

PURPOSE AND SCOPE OF THE COURSE.

This course is designed to meet the needs of the following classes of students:

1. Those who wish to take the Advanced Normal Course, for which the first three years of this course is a prerequisite.
2. Those who wish to prepare for a college or university, or who wish to enter a technical school.
3. Those who wish to take a thorough and systematic secondary course for general purposes.

The course is the full equivalent of the courses offered by the best preparatory schools in the east. In respect to both the branches pursued and the quality of work done, it prepares fully for the regular courses in any college or university. To complete it in the regular time requires that the student take four studies each semester, and attain a creditable standing (75) in each quarter's work, good work one quarter not being considered an offset for poor work in another.

CONDITION OF ENTERING.

Students who have completed the A Junior Course are admitted to this course without further test of proficiency; others enter on showing by oral and written tests satisfactory preparation in the branches of the A Junior Course. Admission to advanced standing is granted on passing satisfactory tests in the prerequisite work.

CHARACTERISTICS OF THE COURSE.

It will be observed that the course is divided into required and elective branches. The required branches are those regarded as the core of every course offered in any first-class preparatory school. The elective branches are those which give name to the courses in preparatory schools, as English-Scientific, Latin, German, German-

Scientific, etc. To the required branches the student adds throughout the course two electives of his own choice. In this way it will be observed that a half-dozen courses might be constructed from the schedule given above. In the case of students preparing for a university or technical school it is suggested that early in the course they ascertain what branches are required as prerequisites of that course, and choose electives which meet their needs.

UNITS AND ELECTIVES.

1. A unit regularly consists of five recitations a week in a branch for one semester, except in the first year in English, in which case fifteen recitations every two weeks throughout the year constitute a unit.
2. Thirty-two units, exclusive of Public Speaking and Word-Study, are required for graduation.
3. To constitute it a credit, an elective branch must be pursued for a sufficient time to get an appreciable amount of its educational value. Latin may not be pursued less than two years; Spanish two years; Biology, one year; Ancient and Mediaeval History, one year; Chemistry, one year; Physics, one year; Art, two years, or sufficient time in which to earn two credits; music, two years, or sufficient time in which to earn two credits.
4. Two recitation periods in Manual Training, Art, or Music will be considered equal to one in a prepared branch.
5. A student may not receive more than four credits out of the thirty-two credits for graduation, for work done in Manual Training, Art or Music.

PUBLIC SPEAKING AND WORD-STUDY.

All students are required to take rhetorical work, the amount being assigned at the beginning of the year, and being as nearly uniform as may be for all students.

Word-study occupies a twenty-five minute period four times a week throughout the course, and is required of all students. The passing standing in this study is 80.

CHORUS WORK.

This work occupies a twenty-minute period twice a week, and is required of all students.

ELEMENTARY NORMAL COURSE.

PURPOSE AND SCOPE.

This course is designed to meet the needs of persons who wish thorough and direct preparation for a First Grade Certificate. It includes only those branches which are required for that grade of certificates, and ample time is given to each study, to the end that students completing the course need have no trouble in passing the examinations. Pupils having the time will be given an opportunity to take method in such branches as they choose, and also to observe in the Training School; but no work in method or practice teaching is required in this course. Students completing this course will be given credit in all creditable branches in either the Academic or Advanced Normal Course. The completion of this course entitles the student to an Elementary Normal Certificate.

CONDITION OF ENTERING.

Only pupils who give satisfactory evidence of being able to complete the first year's work in the alloted time will be admitted to this course. It is generally necessary to show fitness by oral or written tests.

OUTLINE OF COURSE.

JUNIOR YEAR.

FIRST SEMESTER	SECOND SEMESTER
Arithmetic	Elementary Science
Grammar and Composition	Literature and Reading
Geography	Arithmetic
Literature and Reading	Grammar and Composition
Elementary Science	Geography

SENIOR YEAR.

FIRST SEMESTER	SECOND SEMESTER
Algebra	Biology
United States History	Pedagogy
Pedagogy	Algebra
Biology	Civil Government
Physiology	Observation in Training School

Word-Study occupies a twenty-five minute period daily throughout the course. All other recitation periods are forty minutes in length, and occur five times a week. Manual Training is optional, and may be taken as a substitute for Geography by pupils who have finished that branch. Both Geography and Manual Training may be taken by pupils who have shown much strength in previous work; otherwise it may not be taken during the first year of this course. All other branches in the schedule given above, including Music, are required, and may not be omitted unless the pupil has passed a satisfactory examination in the same. Drawing is an optional study during both years of this course.

ADVANCED NORMAL COURSE.

JUNIOR YEAR

FIRST SEMESTER

Phychology (19)
Arithmetic (19)
Geography (19)

Music (19)
Drawing (19)

Pedagogy (10)
School Management (9)

SECOND SEMESTER

Grammar (19)

Drawing (11)
Method in Drawing and Form (8)

Music (11)
Method in Music (8)

Arithmetic (11)
Method in Written Arithmetic (8)

Method in Reading (10)
Method in Nature-Study (9)

SENIOR YEAR

FIRST SEMESTER

Kindergarten Theory (19)
General Method (19)

Method in Elementary Arithmetic (10)
Method in Language and Story (9)

Method in Grammar (10)
Method in Writing and Spelling (9)

Method in Geography (10)
Method in History (9)

Observation in Training School (10)

SECOND SEMESTER

Teaching in the Training School

Note.—The figures indicate the number of weeks the subjects are pursued.

PURPOSE AND SCOPE.

This course is designed to meet the needs of those teachers who wish a full course in professional instruction and training. This is the distinctive work of the Normal University and in performing this duty it must fulfill two functions in fitting youth to assume the duties of a worthy and competent teacher.

1. The receptive is the characteristic attitude generally imparted to the mind of the student by the secondary school and college. It is the first business of the Nomal School to transform this attitude into that of an intelligent dealing with facts as data for thoughtful investigation. In accomplishing this modification of mental attitude it is a matter of mental economy that the field of

knowledge should be broadened and deepened by a study of relations within branches formerly studied as well as by the introduction of entirely new branches These two functions constitute the chief work of a Normal School in its distinctive field.

2. That the duty of training students to think clearly and continuously upon the data of the branches of education is the paramount duty of the professional work of a Normal School, is asserted without hesitation. In the elementary and secondary schools very creditable results are often achieved in training the mind to retain a multitude of valuable facts. But students are not trained in developing the importance of those facts. This is a distinct field of study. It is not a review of branches formerly studied, but a new view of the data of those branches. Immaturity and the persistence of traditional methods adapted only to primary stages of learning, too often magnify the content of thought, leaving relations indistinct, if recognized at all. It is the business of the professional school to receive students from such institutions and to develop the logical attitude as being of supreme interest and fundamental to any specific study of the science and art of teaching.

3. Every department of the Normal University is under obligation to put into operation such methods in the teaching of all branches as shall place the student on this higher plane of thinking. A clear recognition of this principle and a persistent application of it in all subjects of study is a most effective antidote for pedagogical admonition and exhortation too frequently indulged in by schools given to "short-cut" methods and "sugar coated" interests. The mind grows by the exercise of its own powers, and to educate means to train to use the mental powers.

4. Sound pedagogical methods involve an entirely different mental attitude from that found where traditional methods in the study of academic branches are still in vogue. As a remedy for this condition the student is introduced as soon as possible to the specific study of branches that require the new mental attitude, and he is soon led to feel that there is a sphere of thought in the common branches of knowledge of which he has formerly been entirely unconscious.

CONDITION OF ENTERING.

Three years of the Academic Course, or twenty-four units, are required to enter upon the work of this course. In addition to the required studies of that course, for this course the following are also required: Biology, Physiology, Physical Geography, Physics, United States History, and Civics.

FACULTY.

The faculty for the current year consists of the following members:

EDMUND J. VERT, Ph. D., Pd. D., President.
Pedagogy.
ALBERT S. OTTO, M. S.,
Mathematics, Physics and Chemistry.
MYRTLE A. BALL, A. M.,
Latin and History.
MARETH FURRO,
Music, Physical Culture, and Method in Music.
LORA LEVENS, Ph. B.,
Principal of Training School, and Methods.
HELEN G. CARRICK,
English, Public Speaking and Physical Culture.
RUTH TEFFT, Pd. B.,
Spanish, Manual Training and Physical Geography.
ELEANOR A. THOMAS ,Pd. B.,
Psycology, Pedagogy, and Profesional Reviews.
EVA E. MOHR,
A Junior Department.
MARY HUGUNIN,
B Junior Department.
GENETTA BUSHYAGER, Pd. B.,
Teacher and Critic in Intermediate Grades, and Drawing.
ELIZABETH MCCRICKETT,
Teacher and Critic in Primary Grades, and Kindergarten.

THE SUMMER SCHOOL.

The first session of the Summer School of this institution began on June 6, and continued for a period of eight weeks, the total enrollment being 37, and the average attendance 33. The enrollment by counties was as follows: San Miguel 11; Mora 6; Chaves 4; Leonard Wood 4; Colfax 3; Otero 2; and Luna, Eddy, Grant, Union and Santa Fe each 1. Two teachers from Trinidad, Colorado, were enrolled. Classes were organized in Reading, Penmanship, Orthography, Grammar, Arithmetic, Physiology, Civil Government, United States History, Pedagogy, Algebra, Botany, Zoology and Physics. At the close of the session each person received a certificate of attendance, indicating the branches he pursued and his standing in each, if his grade was above 75.

From every point of view the summer session was a success, and it has been decided to make it an integral part of the Normal University. In the work of next year the following will be especially provided for: (a) Double daily recitations in all branches required exclusively for a first grade certificate, (b) Close correlation of the work of the Summer School with that of Elementary Normal course, (c) An increase in number of classes to make closer grading possible, (d) An observation class of first grade children under the direction of one of the critic teachers of this institution.

This is not a teachers' institute in any sense of that term, but is a school in which systematic work is done. The circular announcing the session of this year stated that classes would not be carried over a large amount of work without regard to quality. The spirit of this announcement was carried out, and students were not allowed to take more than four prepared studies. The same principle will be carried out in future sessions.

THE HOME-STUDY DEPARTMENT.

This department is designed to meet the needs of those students who do not find it convenient to take a full course in residence. The work done in this department in respect to thoroughness and completeness is fully equal to the standard of that done in residence. Each branch is divided into two or more units of work consisting of eight lessons each. A student may not take work in more than two branches at the same time. On completing one of more courses, the student takes his examination under the personal direction of the instructor in charge. Home-Study work is offered in Algebra, Grammar, Arithmetic, Geography, United States History, Civil Government, Physiology and Hygiene, and Pedagogy. Other branches will be added as demand is made for the same.

PLACE IN EDUCATIONAL SYSTEM OF NEW MEXICO.

It is assumed that the province of this institution is indicated by its name, and that it was the intention of the legislature in creating it to found a school whose chief and ultimate aim should be the training of teachers for the public schools of this commonwealth. It is therefore not an institution which should attempt to enter the sphere of the college of liberal arts or the university that attempts to extend the boundaries of human knowledge into entirely new fields. For these departments of educational work New Mexico has made other provisions. It is the province of this school, on the contrary, to reach out to those young men and young women who wish to prepare for the teaching profession, and offer them a systematic and thorough course in the academic branches, followed by such instruction in the theory art of teaching as will prepare them to manage and teach a public school according to the best educational standards. To this end, combined with that of offering suitable advantages to those living in rural districts and small towns which do not have good school accommodation, the energies of this institution are devoted, and the courses outlined above are the means by which it is being done

Respectfully submitted,

EDMUND J. VERT,

President.

SCHOOL OF MINES.

The most noteworthy feature connected with the advancement of the Sshool of Mines, during the past year, has been the complete reorganization of the work of the institution. In consequence there has been a more complete adaptation of the work to the exacting demands of modern mining training, and a much closer affiliation with public school system of New Mexico.

The flattering outlook for the school predicted, when the last annual report of the President went to press, has been in a most gratifying manner fulfilled. The total enrollment has increased during the year more than 50 per cent over that of any previous year. The present outlook for the attendance of the ensuing year indicates that it will not fall very far below 200. A most pleasing feature of the increased attendance is the large proportion of men who come to take up the strictly technical work, and advanced studies. For the coming year the indications are for no less than a score of students who are already college graduates.

NEW STANDARD OF INSTRUCTION.

Training in Mining Engineering has been placed on the basis of the professional school, but with a distinction. In order to successfully carry on the grade of work demanded of the mining engineer, the student must also have a college training or its equivalent. The mining training, to all intents and purposes, therefore becomes a post-graduate course, and much more is demanded of the student than of the graduate of one of our State Universities or Colleges. In order to adjust the ordinary college course of four years to the later professional or graduate course of three years most of our large universities have reduced the time required in colleges to three years and in some cases the proposition is now even made for two years only in the college. The New Mexico School of Mines plans to conform to every necessary detail of the standard course by offering three years of college work and three years of professional work in mining engineering. The candidate for graduation is, however, given opportunity to complete the entire work in four calendar years.

Higher technical education is to be clearly distinguished from what commonly goes under the title of manual training where an art is learned. While a higher technical training has much to do with the art of the subject, it goes further and delves into the phylosophy of things. Ability to reach the confines of the known and to be ready at any moment to step without fear into unexplored fields is the test of every branch of knowledge in its demands to recognition and acceptance into the realm of culture. It is believed now to be fuly demonstrated that modern education along some technical lines at least has attained this higher level.

Intellectually, the work along these lines is of a high order. It is in the strictest sense professional in character. An impossible gulf separates the miner from the mining engineer, the electrician from the electrical engineer, an adept in the mechanical arts from the mechanical engineer. The engineer's preparation compares favorably with that of any other university student.

In most universities where the engineering schools form integral departments, the engineer's degree is usually conferred for graduate work done. At any rate, after the college course is completed, along engineering lines, from one to two years' additional work are necessary before the student may proceed to the degree of mechanical engineer, civil engineer or mining engineer. Six or even five years work before the student may be able to begin to practice his profession is formidable enough to deter many a good man as he enters college from looking forward to a mining engineering course.

To overcome this difficulty in a measure, and at the same time maintain a high standard of graduation requirements, the New Mexico School of Mines, in the recent complete reorganization of its curriculum, demands, especially in mathematics, something more than ordinary college entrance requirements before regular courses are begun. A year's previous notice enables the student to shape his last preparatory year so that this adjustment may be readily made. The ambitions student may then complete his college work in three years and receive his bachelor's degree; and in another year he may have conferred upon him th edegree of engineer of mines, or of civil engineer. Thus at the end of four years he is able to enter actively into his professional work.

But the student works during the summers, each of which is equivalent to half a school year. He gets more than the ordinary six years' training in four years. Such an arrangement is not always possible outside of the technical school, the natural surroundings of which peculiarly fits the institution to such a plan. The field work in surveying takes whole days and cannot be satisfactorily undertaken during regular term-time. Assaying, ore-dressing, roasting, amalgamation, smelting and the various treatments of ores, mine-surveying, mine-inspection, geological field-work, study of ore-genesis , and special experimentation work, all take weeks of effort, ten to twelve hours a day. These operations may be carried on on a large scale, and mill-runs of upwards of 100 tons of ore may not be unfrequently made. This work is done during the first two summers, and the student gets a practical training that he can get in no ordinary laboratory. The third summer may be put in in like advanced experimentation, but is frequently devoted to actual work in some mine, smelting-plant or on some surveying corps.

In addition to an actual saving of time, this arrangement permits the student to specialize on broad lines in a way that is not otherwise possible. Specialization, practice and independent investigation in fact form the foundation upon which the reorganized New Mexico School of Mines rests.

Besides having a broad general culture, to paraphrase a recent writer, the mining engineer must be *par excellence a* mining engineer, and besides being a mining engineer he ought to know more about some particular branch of mining engineering than any one else. This clearly alludes to the professional character of the occupation. As such, it pre-supposes a special training corresponding to that now required to enter the practice of the law or medicine.

On this plan the mining engineer in his training may choose any one of three special branches of the subject. He may develop his talents on the mechanical side of mining engineering, on the metallurgical side, or on the geological side. All are equally important in modern mining. And modern mining demands expert work.

PERSONNEL OF THE FACULTY AS REORGANIZED.

As now constituted the faculty of the New Mexico School of Mines is believed not only to be the most able among those of high educational institutions in New Mexico but to compare favorably with those of any other Mining School in the United States. Its members represent an unusually high standard of scholarship and technical experience. In its makeup no less than 24 of our leading universities and technical schools, and four foreign universities are represented.

NATURAL ENVIRONMENT OF THE MINING SCHOOL.

The ideal to which the New Mexico School of Mines tenaciously holds is the practical directing of young men to take active part in the development of the mineral wealth of New Mexico, our country and the whole world.

A large number of mines of all kinds, smelters, irrigation systems and other engineering works, are easily accessible to the School. Within a few hours ride, by rail, are many important mining camps. The longer excursions bring the student to some of the most famous mines in the southwestern United States. Some of the longest worked lodes in America are in this region. For more than 350 years they have yielded their wealth to the European, and centuries before his advent gave up even greater treasures to the native races.

The surrounding region is rich in illustrations of geological formations and structures. The characteristic scenery of the Rocky Mountains is well represented in this region with the isolated, majestic volcanic groups rising abruptly thousands of feet above the surrounding plains. The Grand Canon of Colorado is reached on the longer geological excursions. Altogether, no locality in the whole world affords so abundant opportunities for practical instruction and profitable study.

It is only within the past decade or two that a new branch of higher education has developed in the Rocky Mountain region. This is the mining school. Not that there are not mining schools in other parts of the country, for there are a full score of other and older schools of this character. Mining schools of the Rocky Mountains, however, have something that most other institutions, where instruction in mining engineering is offered, have not. They have a natural environment which is of first importace in every institution, and without which labor must be carried on under tremendous difficulties.

The celebrated mining schools of Freiburg in Saxony, of Prizbran in Bohemia, and of Clausthal are in the very hearts of the most famous mining districts of Europe. Educational institutions, as the flowers of the field, flourish best in soils peculiarly adapted to them. So when three great mining districts of the country, Colorado, Montana, and New Mexico established schools, the fathers of state planned better than they knew. Though illy supported during the early years of their existence, a brighter day seems to await these institutions. With even modest support the outlook is favorable for them soon taking position in the front rank of mining schools of the world.

DEPARTMENTS ORGANIZED.

As now constituted the thoroughly organized and equipped departments of the School are as follows: Mining, Physics, Assaying, Mechanics, Mathematics, Geology, English, Surveying, Metallurgy, Chemistry, Biology, Ore-Dressing, Modern Languages, Mining Engineering, Mechanical Engineering, Electrical Engineering, Civil Engineering Mineralogy and Petrography, Geology of Mineral deposits, and Machine Design and Draughting.

THE COLLEGE AND TECHNICAL COURSES.

The New Mexico School of Mines offers regular courses of study in the following groups:

1. Mining Engineering.
2. Civil Engineering.
3. Metallurgy and Chemistry.
4. Geology of Mineral Deposits.

Each group of courses covers four years, including summers. During the first year the students are nearly identical for all groups, but after that they rapidly diverge.

These groups of courses lead up to the degrees of—

Bachelor of Science, B. S.
Mining Engineer, E. M.
Civil Engineer, C. E.

It is expected that the entrance requirements will be somewhat more than those for ordinary college admission, so that the student virtually enters the second college year. Upon the satisfactory completion of the regular course at the end of three years the bachelor's degree is conferred; and at the end of the year following—the fourth year—the engineer's degree is given. The summer work taken in connection with the work of the rgular school year develops rather more than the usual requirements of technical schools and colleges.

In the courses of Chemistry and Metallurgy, and of the Geology of Mineral Deposits, excellent opportunities are offered for advanced work extending over three years beyond that offered in the regular college work.

In addition to the four regular groups of courses scheduled, several special courses are offered to meet the demands made by persons of mature age and more or less practical experience in mining.

Special courses are offered during the ensuing year in·

1. Assaying.
2. Mine Surveying.
3. Land Surveying.
4. Prospecting.
5. Practical Mineralogy.

SUMMER WORK OF THE SCHOOL.

Another new feature of the work offered is the establishment of regular summer courses. The character of the technical work of the mining school makes it especially fitting that employment be opened during the summer.

A "Summer School," in the ordinary meaning of this term, is not held at the School of Mines. As may be noted by reference to the Calendar, the academic year is divided into two semesters of seventeen weeks each. The summer term of sixteen weeks counts as a full half year. While no regular lecture courses may be given during this session, the work of the School goes on under the direction of a committee of the faculty.

For the summer term is reserved all such work as demands much time, uninterrupted by diversions. Among the courses that are best carried on at this time are ore-dressing, various metallurgical processes, assaying, railroad, land, and mine-surveying, mine-inspection, certain phases of design, engineering experimentations, geological field-work, and thesis work. Certain courses in draughting, certain laboratory work, and mapping may also be advantageously engaged in.

Not all of the work of the character mentioned need be done under the direct supervision of the instructor in charge. Nor is it necessary that some of the more advanced phases of it be done altogether in this institution. Work may be done outside with the advice of the professor under whom the course is usually conducted, and he need be consulted only so often as he may think advisable. These are cases in which the student attaches himself to some regular railroad corps, to some reducing works, or to the field-party of a topographical, hydrographic or geological survey when such work comes directly in line with his regular work.

In surveying and engineering, advanced men have in the past found ready employment in various capacities, not only getting a good drill in actual practice but good pay for their services. Demands for capable men for each season usually exceed the supply. There is every reason to believe that in the future the call for properly trained men will increase rather than diminish.

While in the metallurgical work no positions in the various smelting-works have been opened in the past it is expected that ample provision will be made hereafter for willing students, whereby they may obtain a varied experience and at the same time receive adequate compensation for their efforts.

The outlook for the coming season is that a limited number of men may be taken on the geological topographical surveys.

Faithful accomplishment of field-duty during the summer term enables a student to add half-year's work to his credit in the regular courses of the School.

In pursuing the regular professional summer work in the field whether for surveying, mining, or geological mapping, a camp is established at some convenient place and the work carried on systematically day after day, in regular fashion, until satisfactorily completed, when the camp is moved to another advantageous locality. The different camps may be adjacent or far removed from one another. Moreover, the kinds of effort expended at the various camps may be wholly different. One of the main objects is to give the student as broad and as varied an experience as possible. By these courses, the student is given far greater opportunities for extended and continuous field-practice than he is possibly able to have during the other portions of the year. The expense attached to the work of the summer term is usually no greater than for either the first or second semesters.

In a similar manner the professional work in the summer term is conducted in mining and metallurgy. A party of students and their instructors organizes itself and lays out the plans for visiting the various mining camps, mills, reducing- works, and other localities of special geological interest. After the party establishes itself in a particular district, systematic studies of all the details connected with mining methods, the manner of laying out mines, the underground surveys, and the treatment of the ores are taken up in turn, before passing on to another district. The same general scheme of practical instruction is followed in the case of the sojourns at smelting works, and in the field especially visited for the geological features presented.

Special stress is laid upon the proper keeping of notes. These are fully written up each day. They are made use of later as a basis of other work in connection with the regular courses. Besides, if carefully kept, they prove valuable references in later years.

It may be, and in all likelihood will often happen, that the summer field parties in mining, metallurgy and geology will not be kept in tact as a single organization, but that there will be formed three entirely distinct groups, each having widely different fields of action.

The details of the summer work are given in special bulletins several weeks before the close of the second semester.

EQUIPMENT OF THE SCHOOL.

Details of the scientific apparatus, metallurgical equipment and mining machinery in the several departments of the School cannot be listed in this place. The practical training which is made much of in this institution necessitates ample laboratory facilities and extensive modern machinery. But the policy which the School follows calls for more than the usual facilities of ordinary laboratories. Part of the practice is on a regular commercial scale, and for this purpose the School is especially well prepared in the Rio Grande Smelting Works.

CHEMICAL LABORATORIES.

Very complete in its equipment, it is believed that the chemical laboratories of the New Mexico School of Mines rank among the best in the country.

Besides being supplied with large balance-rooms, evaporation-hoods, and special tables, the laboratories are equipped with desks, six by two and one half feet and thirty-eight inches high. Each desk has a cupboard on one side and a tier of five drawers on the other, all underYale locks. There are water and two gas connections, sink and shelves for reagents with each desk. Every student in chemistry is supplied with a complete set of re-agents and all apparatus for the work to be undertaken. Kipp's generators have been provided for, while the balance-room is supplied with analytical balances of Becker's finest construction.

The chemical lecture rooms have ample seating capacity. Each is provided with standard lecture-room chairs, especially adapted to students' convenience in taking hotes. The professor's lecture-tables extend entirely across one end of the rooms, and are fitted with numerous water and gas connections, and large sinks. When fully manned, the chemical laboratories will accommodate 100 persons at one time.

BLOW PIPE LABORATORY.

The blowpipe room is fitted up for both mineralogical practice and assaying by means of the blowpipe. Each desk is supplied with the proper gas connections, reagents, and fluxes and complete set of apparatus. Immediately off the laboratory is the store-room in which are kept ample supplies of minerals, ores and other material for practice.

ASSAY LABORATORY.

The assaying laboratory occupies temporarily the main floor and basement of the west wing of the chemical building. The furnaces are all new and include muffle gasoline blowpipe furnaces of different types, and large muffle coke furnaces. This department is conveniently arranged with shelving, drawers and boxing for fluxes and other assaying materials and supplies.

A weighing-room containing a number of Becker's balances is conveniently located, between the furnace-room and lecture-room In the grinding-rooms, which are in the basement, is an 8-horse power gasoline engine of the Weber type, which runs the Dodge ore crusher, a Bolthoff sample grinder, and will supply power through a line of shafting to other machines. There are also a Bosworth laboratory crusher, bucking board, mullers and other necessary apparatus.

PETROGRAPHICAL LABORATORY.

For the microscopic study of rocks both in elementary and advanced or graduate work the School is well supplied with microscopes and other necessary apparatus. There has recently been added to the equipment a new style large microscope, manufactured especially for this institution by Reichert, of Vienna. It is constructed especially for obtaining fine results in microphotographic work. The stand includes a Continental Model, substage with rack and pinion, and Abbe substage condenser, with iris diaphragme, plane and concave universal mirror, triple nose-piece, and a full set of objectives and eye-pieces. Among the accessories are a micrometer eye-piece, compensating eye-piece, polarising apparatus, stage-micrometer, drawing apparatus, quartz-wedge, quarted undulation mica-plate, and other necessary pieces.

Among the series of thin-slices of rocks are a collection of types of the massive crystallines of Europe prepared by Krantz of Bonn, and completely illustrating Zirkel, sets of Maryland massives, and other American rocks and minerals. The Sturtz collection of European rocks illustrating Rosenbusch, and large miscellaneous collections are expected to be soon available for study.

A rapidly growing collection of typical igneous rocks and crystalline schists of New Mexico will afford material for thin-slices, obtained chiefly in connection with systematic investigations that are now being carried on.

ENGINEERING DEPARTMENT.

For land-, railroad- and mine-surveying, the department has full sets of instruments, including transits, levels, poles, leveling rods, chains, pins, steel-tapes, hand-levels, compasses and clinometers.

The department has lately added to its equipment a fine large engineer's transit and all accessories, manufactured expressly for this institution, after improved designs by the Gurleys, of Troy. There is included an extensive tripod, auxiliary telescope, reflector, gradienter attachment, diagonal prism, and solar apparatus.

DRAUGHTING ROOMS.

A spacious, well-lighted draughting room is provided in the Engineering Building. Opening off of it are the professor's office, supply room, and blue-print room, with large printing frame on steel track, developing vat and drying rack.

Drawing tables are furnished each student. There are private spaces for his materials and instruments. Provision is also made for models and illustrative materials.

The photographic rooms are located in the Chemical Building.

METALLURGICAL LABORATORIES.

The practical metallurgical work is planned to be done entirely in the Rio Grande Smelting Works. By reference to the plan something of the character of the facilities may be more clearly judged.

In the boiler-house is a battery of boiler of 600 H. P. They are of different types and so arranged that they may be operated separately or in conjunction. Two of these were made by Babcock & Wilcox of New York, one by Hendrie & Bolthoff of Denver, and one by Henstry & Meyer of Denver. There are also two Washington steam pumps for use in case of emergencies. The boilers are supplied from a tank of 50,000 gallons capacity, which is filled by pipes from the springs. The overflow passes into a reserve reservoir near the boiler house, and this is also connected with a much larger overflow reservoir.

These boilers supply a number of engines of various sizes. In the power house are two 125 H. P. Porter-Allen engines, manufactured by the Southwark Foundry and Machine Co., of Philadelphia, so arranged, whenever deemed desirable, as to be coupled either by clutch or belt; a 50 H. P. upright Westinghouse Standard engine, a 35 H. P. Edison dynamo No 6, built by Edison Machine Works at Schenectady, N. Y., and six Baker's rotary pressure blowers for the blast furnaces, made by Wilbraham Bros., of Philadelphia. Shafting extends to the various other buildings, or the power is transmitted to the more distant by means of rope belting. The generator, besides furnishing electricity for other purposes, supplies a complete lighting system for the whole plant. There are, in addition, several engines of smaller capacity.

The complete description of this plant and the metallurgical, mechanical and electrical equipment will be found in another connection.

PUBLICATIONS OF THE SCHOOL.

Since a large amount of original investigation necessarily goes on in an institution like the School of Mines and as new methods are continuously coming under the notice of the persons actively engaged in the work connected therewith, the duty devolves upon the School of also disseminating knowledge to the mining public, as well as to the students. To meet this wide demand the School of Mines Press issues a number of publications. These include the Mining Quarterly, the Annual Report of the President, the Department Circulars, and the Reports of the Geological Survey.

MINING QUARTERLY.

As considerable emphasis is laid upon original investigations, among the instructors and advanced students, encouragement is given to undertake this higher work by providing a ready means for diseminating the results as they are obtained. The more important papers read before the various societies in the School are often included, together with notes and notices of systematic work being carried on, and other information relating to progress of the School.

The description of new methods of ore-treating experimented upon in the metallurgical laboratories, successful applications of recently devised processes of extracting the metals from their ores, improvements in handling ores, and in mining, which have come under the observation of the mining men connected with the School, and other similar notes of general interest to the mining profession are included.

ANNUAL REPORT.

The President's report to the Board of Trustees is issued at the close of each academic year. It reviews in considerable detail the work of the School for the year, formulates the plans for the ensuing sessions, and sums up the progress of the School in general. It may also contain the Commencement address, and brief mention of notable lectures delivered at the School during the year.

ANNUAL REGISTER.

The yearly catalogue contains lists of the officers and students; complete statements regarding the courses of instruction; the regulations and work of the institution; accounts of the laboratories, buildings, equipment, libraries and museums; and all information of a general character regarding the School. It is issued at the close of the academic year.

DEPARTMENT BULLETINS.

These are issued at irregular intervals during the year as occasion demands. They are numbered consecutively. The matter contained relates specifically to the details of the work in the various departments of the School; synopses of public lectures and addresses; and all miscellaneous announcements and statements.

REPORTS OF THE GEOLOGICAL SURVEY.

The geological department of the School has been for some time engaged upon collecting data for a geological, mineral and mining map of New Mexico, and in gathering materials for an exhaustive account of the mineral resources of the region. A large amount of reliable information has already been obtained. A preliminary geological map will soon be ready to issue.

Detailed reports on the mineral industries, the mining methods, and the economic resources are contemplated. A report on the coal deposits is already well along and will be ready for publication in the near future. A volume of constructional materials has been started. Notes on the various mining districts, the occurrence and distribution of the ores, and the best manner of treating the ores, are beginning to assume large proportions. The reports of this series will be issued at irregular intervals, as opportunity and the completion of the various lines of work permit. It is expected the first report will be printed and ready for distribution during the coming year.

The first part of Volume I is now completed and will be published about the last of the year. It will be on the "Underground Water Conditions of the Jornada del Muerto."

Another work that is well under way is on the "Minerals of New Mexico."

MISCELLANEOUS PUBLICATIONS.

During the past year the different members of the faculty have published in the various periodicals and the proceedings of the learned societies a number of valuable contributions to Mining and Science. Among the more important memoirs and papers may be mentioned the following:

BY C. R. KEYES:

1. Physical Basis of History. (The Arena, Vol. XXVII.)

2. Determination of the Cambrian Age of Magnesian Limestones of Missouri. (American Geologist, Vol. XXIX.)

3. Devonian Interval in Missouri. (Bull. Geolog. Soc. America, Vol. XIII.)

4. Igneous Rocks of the Central Caucasus; and the work of Loewinsen-Lessing. (Proc. Iowa Acad. Sci., Vol. VIII.)

5. Evidences of Recent Uprising on the Shores of the Black Sea.

6. Modern Aspects of Earth Study. (The Annals: Historical Quarterly, Vol. VI.)

7. Denovian Hiatus in Continental Interior; its character and Depositional Equivalents. (Proc. Iowa Acad. Sci., Vol VII.)

8. Cartographic Representation of Geological Formations. (Journal of Geology, Vol. X.)

9. Notes on Mining in New Mexico. (Engineering and Mining Jour., Vol. LXXV.)

10. Geological Structure of New Mexican Bolson Plains. (Am. Jour. Sci., (4), Vol. XV.)

11. New Mexico Mines in 1902. (Engineering and Mining Jour., Vol. LXXV.)

12. Comparative Values of Different Methods of Geologic Correlation. (Proc. Iowa Acad. Sci., Vol. X, pp. 105-107. Des Moines, 1903.)

13. Significance of the Occurrence of Minute Quantities of Metalliferous Mineral in Rocks. (Proc. Iowa Acad. Sci., Vol. X, pp. 99-103, Des Moines, 1903.)

14. Genesis of Certain Cherts. (Proc. Iowa Acad. Sci., Vol. X, pp. 103-107, Des Moines, 1903.)

15. Geologist in Practical Mining. (Engineering and Mining Journal, Vol. LXXV, pp. 925-926, New York, 1903.)

16. Geological Sketch of New Mexico. (Ores and Metals, Vol. XII, p. 48, Denver, 1903.)

17. Some Recent Aspects of the Permian Question in America. (American Geologist, Vol. XXXII, pp. 218-223, Minneapolis, 1903.)

18. Ephemeral Lakes in Arid Regions. (Am. Jour. Sci., (4), Vol. XVI, pp. 377-378, New Haven, 1903.)

19. Remarkable Silver Pipe. (Eng. and Mining Jour., Vol. LXXVI, p. 805, New York, 1903.)

20. Coal-bearing Formations of New Mexico. (Mining Quarterly, of New Mexico School of Mines, Vol. 1.)

21. Practical Geology: A Manual for Miners, 1 Vol. 500 pp. New York.)

22. Annual Report of the President of the School of Mines, (School of Mines Press, Pamphlet 12 pp.)

23. Annual Catalogue of New Mexico School of Mines, (60 pp.)

24. Opportunities of Mining Training in Rocky Mountain Region; an address before the International Miners' Association. (Pamphlet, 10 pp., El Paso, 1903.)

25. Courses of Instruction of Preparatory Department of School of Mines. (Department Circulars, of New Mexico, No. 1, 12 pp.)

26. New Mexico School of Mines. (Department Circulars, No. 2, 16 pp.)

27. Scholarships in New Mexico School of Mines. (Eng. & Mining Journal, Vol LXXV.)

28. Block Mountains of New Mexico. (American Geologist, Vol XXXIII.)

29. Geology of Apache Canon Gold Fields. (Eng. and Mining Jour., Vol LXXXVI.)

30. Underground Water Conditions of the Jornada del Muerto. (Irrigation Papers, U. S. Geological Survey.)

31. Geological Age of Certain Gypsum Deposits. (American Geologist, Vol. XXX.)

32. Reviews of Current Geological Literature. (American Geologist, Vol. XXIX.)

BY DR. C. EDW. MAGNUSSONS

33. Soil Moisture. (Bull. Hadley Clim. Lab., Vol. III, No. 4.)

34. Meteorlogical Tables. (Bull. Hadley Chem. Lab., Vol. III No. 5.)

35. Blood Counts in High Altitudes. (Jour. Am. Medical Assn. Mar 2. 1903, Joint paper with Prof. Weinzel.)

BY DR R. M. BAGGS

36. Miocene Foraminifera of San Luis, Obiso Co., California. (Bull. U. S. Geol. Sur.)

37. Foraminifera of the Maryland Miocene. (Maryland Geol. Sur., Special Publications.)

38. Genesis of Ore Deposits in Boulder Co., Colorado. (Eng. and Mining Jour., Vol. LXXI.)

39. Dredging from Vicinity of Howaiian Islands. (Reports U. S. Fish Commission.)

40. Notes on New Mexico Minerals.

BY PROF F. C. LINCOLNS

41. New Rapid Assay Method of Zinc.

BY PROF. L. DOMINIANS

42. Mining Conditions in European and Asiatic Turkey

BY PROF. G. M. HAMILTON.

43. New Mexico Mining Notes. (Eng. & Mining Jour, Vol. LXXIII.)

Respectfully submitted,
CHARLES R. KEYES,
President.

New Mexico School of Mines, Socorro, 1904.

THE NEW MEXICO MILITARY INSTITUTE.

The success of the New Mexico Military Institute thus far has had no parallel in our knowledge, conditions considered; but it has been due chiefly to the fidelity and patriotism of our citizens throughout the Territory, to the existing need for just such a home training school for boys, and to Providential good fortune.

The demand for admission during the past session far exceeded the living capacity and much good material was refused on account of limited quarters. Although money has been saved and a new building erected during each vacation since the school was opened in 1898, it seems impossible to get sufficient quarters for all wishing to partake of the benefits of the Institute.

It is the policy of the Institute to admit all applicants who are residents of New Mexico, as long as they are mentally and physically qualified, and when the quarters are all engaged, to reject those applying from other states. For this reason we do not show up as many students from other states as would otherwise be the case.

The Institute now has seven buildings which are used as follows:

The main building, a large four story brick, is used both as a barrack and as an academic building. The third and fourth floors consist of two large halls, each surrounded by 14 bedrooms. The first and second floors being used for class rooms, laboratories and libraries, baths, etc.,

The second largest building is the new mess hall which is just being completed, and consists of a basement for storage, bake shop and sleeping rooms for domestics; of a large dining room, kitchen and pantries. The mess hall is 84 feet long by 42 wide and has the capacity to seat 300 cadets.

The other five buildings are substantial frame structures, consisting of 23 rooms for cadet quarters, the Superintendent's residence, the administrative building, a thoroughly equipped and up-to-date Gymnasium and a Hospital.

The campus and grounds consist of forty acres, twenty of which is surrounded by trees, set to grass and flower beds.

While the buildings and equipments are ample for the number of cadets and officers maintained, the growth of the school is greatly hindered by the lack of more commodious quarters.

The academic work is thorough and embraces all of the studies usually taught in secondary schools. Especial attention being paid to English, Spanish, Latin and Mathematics, all of which are carried through the entire course. Great attention is also paid to technical work and thoroughly equipped laboratories, both chemical and physical, are being installed. The course in Mathematics is especially strong, and practical work is given in both Surveying and railroad Engineering.

The Military department has maintained its usual high standard, and during last session the battalion numbering 120 cadets was divided into three companies and a band, and thoroughly drilled in Infantry Tactics. The companies were commanded by cadet officers and drilled with the precision of regulars.

The First Class consisted of eight young men of all of whom completed the required course of study and received their diplomas as graduates of the New Mexico Military Institute, May 18th, 1904.

The enrollment during that past session was not only greater than heretofore, but the average age of the students was higher, and a greater percentage of them was prepared for advanced work. The Preparatory Department was composed of only 20 boys, and some of them were over eighteen years of age, but had been deprived the opportunity of early training. Such students generally prove to be very satisfactory, as they are old enough to realize the value of an education and make rapid progress.

The health of the cadets has been carefully attended to by a surgeon regularly employed, while the enforced exercise, baths, diet, study and sleep have placed the boys without exception in perfect physical condition. There has never been a serious case of sickness among the cadets.

Following is the table of receipts and disbursements from June 30, 1903 to June 30, 1904. All original bills are required to be itemizzed and receipted, are carefully filed and preserved, and are subject to inspection at any time.

RECEIPTS.

Balance on hand, Land Sales and Leases Fund, June 30, 1904	$ 4 38
Balance on hand, Levy Fund, June 30, 1904	12.57
Balance on hand, Tuition Fund, June 30, 1904	2,364 73
Received from Territorial Auditor, from June 30, 1903, to June 30, 1904, Levy Proceeds	11,693.62
Received from Territorial Auditor, from June 30, 1903 to June 30, 1904, Land Sales and Leases Proceeds	11,127.20
Received for Board and Tuition, etc., from June 30, 1903, to June 30, 1904	19,545.80
Total Receipts	$44,748 30

DISBURSEMENTS.

Tuition		$ 237.50
Maintenance and Supplies		$23,462.89
Advertising	$ 248.03	
Athletic Supplies	177.35	
Commissary	7,244.51	
Expense	715.08	
Fuel	2,463.20	
Hospital	204.00	
Insurance	70.00	
Laboratory	44.65	
Laundry	1,666.14	
Light	1,025.66	
Military Supplies	149.11	
Office	428.30	
Repairs	255.49	
Salaries	6,444.47	

Stable	362.33	
Wages	2,890.85	
School Supplies	1,073.72	
Property		8,931.19
Acetylene Gas Plant	$ 318.00	
Buildings	5,389.98	
Furniture and Fixtures	1,745.30	
Improvements	1,160.09	
Library	127.05	
Movables	38.50	
Sewer	51.08	
Tools	13.25	
Water Works	87.94	
Balance on hand, Land Sales and Leases Fund, June 30, 1904		3,798.81
Balance on hand, Levy Fund, June 30, 1904		582.11
Balance on hand, Tuition Fund, June 30, 1904		5,735.80
Total Disbursements		$44,748.30

Respectfully submitted,
JAS. W. WILLSON,
Superintendent.

CITY SCHOOLS.

Hon. Amado Chaves, Superintendent of Public Instruction

In accordance with your request I hereby submit to you a brief report of the public schools of the City of Santa Fe, N. M., during the past year.

BOARD OF EDUCATION.

Hon. T. B. Catron, President.
Judge N. B. Laughlin, Vice President.
Charles F. Easley.
Jose Segura.
Pedro Roibal.
A. C. Ireland.
Sixto Garcia.
James L. Seligman.

TEACHERS—1904-5.

J. A. Wood, Superintendent.
R. W. Twining, Principal of High School.
Miss Matilde Alonzo, Assistant, High School.

THIRD WARD.

Miss Laura Simpson, Seventh and Eighth Grades.
Mrs. Grace B. Hall, Fifth and Sixth Grades.
Miss Gertrude Duhrsen, Third and Fourth Grades.
Miss Bertha V. P. Scheffler, 1st and Second Grades.
Mrs. Dora C. Fletcher, Kindergarten.

SECOND WARD.

Miss Louisa Schnepple, Principal.
Miss Amelia Gutterman, Assistant.

FIRST WARD.

Miss Grace M. Bates, Principal.
—— ———— —. ————, Assistant.

The school year is nine months.

Total enrollment for the year	546
Average enrollment for the year	358
Average daily attendance	331.3
Per cent of attendance on average enrollment	92.6
Number of Spanish-American boys	224
Number of English-American boys	113
Number of Colored-American boys	9
Number of Spanish-American girls	85
Number of English-American girls	109
Number of Colored-American girls	6
Total	546

TEACHERS' MEETINGS.

Teachers' meetings were held monthly. At these meetings the various interests of the school were discussed, papers on the leading educational topics of the day were prepared, read and discussed by the teachers in general. These meetings were very interesting and proved to be of great importance in the unifying of the work in the different grades in the different wards.

HIGH SCHOOL LITERARY SOCIETY.

A most excellent literary society is held weekly in the high school. The officers are chosen from the higher classes by the members of the high school. The duties are arranged by the teachers, but are carried out by the officers. These exercises are so arranged as to give the pupils practice in debating, declaming, essay writing and parliamentary law. Great benefit has been derived from the society in the above lines also to help the pupils recover from embarrassment in public.

ATHLETICS.

A most excellent basket ball team was organized by the ladies of the high school. They followed the rules adopted for ladies' teams, thus avoiding the criticisms that arise when the rougher games are played.

Among the gentlemen of the high school a good baseball team was organized, and also a football team. Several contest games were played in which the home team was successful and some in which the outside team carried off the honors.

THE GLEE CLUB.

A most excellent glee club has been organized in the high school of which Professor Twining is director. The club furnishes the music for the entertainments of the high school and also for many outside meetings. The club has some eight or ten different instruments.

PUBLIC SCHOOL BUILDINGS.

In the past and at present the schools have had very poor buildings which has been a great detriment not only to the schools but to the progress of the city, as people have learned that it is not best to locate in a city that cannot boast of her fine public school buildings. But the day has come which bespeak better things for the cause of education for the City of Santa Fe. Over two years ago a movement was set on foot, led by the Hon. T. B. Catron, Mayor Sparks and others to induce the president to donate the entire abandoned Fort Marcy Military Reservation to the city with the understanding that the city would turn it over to the Board of Education for educational purposes. This was done early in the year 1904 thus putting into the hands of the Board of Education seventeen acres of ground, including many substantial dwelling houses, all of which were valued at Sixty-Five Thousand Dollars by a disinterested committee of five men. In the meantime the Board of Education issued Twenty-Eight Thousand Dollars ($28,000.00) worth of school bonds which were sold to a Cleveland, Ohio, firm at par. With this money and part of the proceeds arising from the Fort Marcy Reservation the Board already has under way the building of a Thirty-Five Thousand Dollar ($35,000.00) central high school and ward building consisting of twelve school rooms, laboratory room, superintendent's room, and an assembly room to seat an audience of from five hundred to six hundred people. This building is expected to be ready for occupancy in September, 1905. As soon or before this building is completed the board anticipates the erection and equipment of two fine, up-to-date ward buildings in other parts of the city. Santa Fe already has a good common and high school system of education, a most excellent corps of teachers, and soon will have as fine school buildings as can be found in any city of its size, east or west.

Respectfully,

J. A. Wood,

Superintendent.

Albuquerque, N. M., Dec 22, 1904

Hon. Amado Chaves, Superintendent Public Instruction, Santa Fe, New Mexico.

Dear Sir:

Replying to your recent request I beg to submit the following report of the public schools of the City of Albuquerque.

During the school year of 1903-4 there were 1,609 different pupils enrolled. The largest enrollment in the history of the schools of this city. Owing to the number of pupils asking for admission into the schools and the limited amount of room available for their accommodation it was deemed advisable to use the half day system with the first grades. By so doing each first grade teacher did double work, teaching one class in the morning and a different class in the afternoon. While this plan accommodated more pupils, the results of previous years were not attained. The Board of Education also found it necessary to rent a private dwelling and furnish it for an overflow school for the Third and Fourth grade from the Fourth Ward.

At the spring election a proposition to vote $34,000 in bonds with which to enlarge the ward buildings was submitted to the electors of the city and carried by a large majority. During the past summer the improvements were made and at present the schools of this city are conducted in five modern two-story brick buildings, heated with hot water and equipped with modern school furniture and apparatus. There is an eight room building in each ward in which are conducted classes through the sixth years' work. The classes in the Seventh and Eighth grades and the High School, attend the Central School. In all, the schools occupy thirty-four rooms.

THE HIGH SCHOOL.

The Albuquerque High School at present has an enrollment of 87, of whom 12 are in the senior class. The work done in the High School is of an excellent character, as is evidenced by the fact that this High School, besides being on the accredited list of all the Territorial institutions, is on the accredited list of the State Universities of Kansas and Colorado. This is an honor so far as I am able to learn, enjoyed by no other High School in the Territory.

Last May four young ladies were graduated from the High School of whom three are now students in the University of New Mexico and one is teaching music in this city.

Each year apparatus for the study of the Natural sciences is added to the start made several years ago until, the laboratory now contains two Compound microscopes, an air pump, a Toepler Holtz electrical machine, model suction and force pumps, magnets, thermometers , mirrors, prisms, etc., besides a complete chemical laboratory fitted with gas and water.

LIBRARY.

The Old Albuquerque Public Library is now housed in the Central Building and is open at all time to High School pupils, this together with the reference books belonging to the High School Library, affords our High School pupils an excellent opportunity for study. Besides the books in the Central Building each ward school has a small, but well chosen library of reference books and supplementary readers.

PICTURES..

Last year a special effort was made by all connected with the schools to provide pictures for school room decoration. A rummage sale was held early in the year by the pupils and teachers of the Central School at which more than $150 was realized. Later in the year the schools secured the Horace K. Turner traveling picture exhibit for a four days' exhibition, at which nearly $250 was cleared. With these two sums many pictures for the schools were secured.

TEACHERS.

Albuquerque has been exceedingly fortunate in the teachers that have occupied positions in her schools. All but four of the present force have had normal training and more than 65 per cent are either College of Normal graduates. Few cities in the Southwest can make a better showing. The present corps of teachers is as follows:

High School, J. A. Miller, Principal; Sadie R. Leavitt, Nancy Hewitt, Mrs. O'Connor Roberts. Eighth Grade—Mrs. Ella LaBar, Margaret Hartman. Seventh Grade—Sallie King, Lydia Moon, First Ward—Mrs. T. I. Butts, Lucy Hazeldine, Winifred Hillyard, Elsie McGregor, Martha Hurbord. Second Ward—W. K. Preston, Inis Coon, Daisy Huntzinger, Pauline Unseth, Minnie Baker,Lillie Keepers. Third Ward—W. B. McFarland, Blanche Otis, Maud Custers, Mabel Hunt, Mata Tway, Anna Thomas, Ida Elder. Fourth Ward—C. Roy Kiger, Eva Bowers, Elizabeth Gerwig, Mary Spaulding, Edythe Everitt, Flora Hartman, Elizabeth Willey. Supervisor of Music and drawing, Mabel Fitch.

Making a total of 34 and if present indications mean anything there must be several added next year.

BOARD OF EDUCATION.

Few cities have enjoyed more freedom from political domination in their schools than has Albuquerque. Politics, or personal friendship has at all times been put aside for merit. It has been in the past and is at present as easy for a total stranger with good recommendations to secure a position in the schools of this city, as for one with a host of friends. The only question asked is: "Is he or she capable?" The results of such a choice of teachers has already been told.

The present Board of Education, to whom was entrusted the remodeling of the building this past summer, is as follows:

R. W. Hopkins, J. W. Edwards, F. H. Strong, George Craig, W. J. Marsh, Chas. Conroy, E. L. Washburn, J. F. Luthy. All men of business ability and representing different interests in the city. Mr. Hopkins, the president of the Board, has occupied that position for the past six years and has been instrumental more than any one else in bringing the schools of this city to their present high standard.

The Board that retired May, 1904, was as follows: R. W. Hopkins, re-elected, Ed. Dodd, Otto Dieckmann, Thos. Isherwood, A. A. Keen, E. J. Alger, Fred Newman, F. G. Pratt.

Very respectfully submitted,

Superintendent City Schools.

Las Vegas, N. M., December 7, 1904.

Hon. Amado Chaves, Superintendent Public Instruction, Santa Fe, New Mexico.

Dear Sir:

I have the honor of submitting the following report of the public schools of the City of Las Vegas.

The total enrollment for the school year of 1903-4 was 743, but as all figures pertaining to a statistical enumeration are already in your possession, there is no necessity for repeating them here.

The schools of the city are located in two large beautiful stone buildings, one situated on Douglas Avenue, the other on Baca Avenue.

Both of these buildings are modern, up-to-date structures, with steam heat, hard-wood floors, etc., and well equipped with furniture and apparatus.

TEACHERS.

The teachers for the present year are: High School—R. R. Larkin, principal; Lena C. Botts, Matilda Gallegos. Grades—Kate O'Farrell, Edith M. Reed, Carrie C. Tuttle, Helen Papen, Cornelia Murray. Douglas Avenue—Minnie Holzman, principal; Lida G. Vasse, Mrs. Sallie Douglas, Minnie Kohn, Mrs. M. E. Garlick, Elba D. Stoneroad, Gladys Worthy.

Miss Georgia Murray has recently been employed to teach the overflow in the Douglas Avenue Building.

THE HIGH SCHOOL.

The enrollment in the High School is at present 71, with a three years' course in operation, though a full four years' course has been adopted and will continue next year. From figures obtained from other high schools, it is thought, ours is the largest, or as large, an enrollment for a three years' course as any high school in the Territory. The Board of Education has purchased apparatus for the study of physical science and has equipped a fine laboratory for the use of the High School pupils which is much appreciated by them.

LIBRARY.

Through the efforts of the present superintendent of city schools, a fine beginning of a most excellent and valuable library has been made. The Board of Education has purchased as many reference books as its finances would permit, but through the personal solicitation of the superintendent, enough money has been secured to purchase the greater number of volumes. Those persons donating this money are: Hon. Frank Springer, Dr. E. B. Shaw, Dr. H. M Smith, Dr. B. D. Black, and S. B. Davis, Jr. The most valuable present given the public schools in the past ten years, is that of forty volumes of finest work on history donated by Dr. Alice Rice of this city.

BOARD OF EDUCATION.

The success of any system of schools depends largely on the Board of Education, and this city has been unusually fortunate in the selection of men for this position who are interested in making their schools a uccess.

It is also a matter of congratulation to the citizens of Las Vegas that the Board of Education is, and has been for many years, nonpartisan, and politics cuts no figure in school matters. The Board at present is as follows: William G. Haydon, president; C V. Hedgcock, vice president; Sigmund Nahm, R. J. Taupert, C. C. Robbins, Dr. H. M. Smith, W. H. Barnes and J. R. Smith.

The members of the Board of last year whose terms expired in the spring and who were so interested in securing the erection of the two fine buildings which are an ornament to our city are: D. C. Winters, John York, H. W. Kelly, J. M. Cunningham, C. C. Gordon and F. H. Pierce.

MAGGIE J. BUCHER,
Superintendent City Schools

REPORTS OF COUNTY SCHOOL SUPERINTENDENTS.

LUNA COUNTY.

U. Francis Duff, Superintendent.

The schools of Luna County are in very prosperous condition. All have money to their credit. In cases where a short term has been held in the past, it was mainly because the school was very small, and the directors on this account, thought it advisable not to continue the session to the full length of an ordinary term. Good teachers have been employed in all the schools—persons of experience and good education. One of the requirements of the county superintendent has been that each teacher should file in his office, as soon after the beginning of school as possible, a copy of the daily program of classes. It has also been his desire that each teacher keep a program upon the blackboard in his school room. One of the difficulties with which teachers in the country schools have to contend is a multiplicity of classes. This may be brought about by the peculiar conditions of the district, or because of a desire on the part of the parents that their children shall have special attention. It is no doubt advisable, however, that teachers should keep the number of classes within a reasonable limit, or at least as low in number as possible.

Luna County is very fortunate in regard to educatoinal facilities. Deming, the county ceat, is located in the center of the county, and serves, in a sense, as a high school for its whole population. Many families from the ranches and villages move into town when school opens in the fall and remain until the following spring.

Deming has a beautiful modern brick school building in which eight teachers are employed. The grounds are well shaded, and the various rooms are equipped with all sorts of modern conveniences for facilitating and making impressive the work of the teacher. The high school course embraces four years and is richer than that of a great many schools elsewhere. There is a well-selected library of seven hundred volumes. The people of the town take great pride in the school. There is always plenty of money for all necessary expenses. At present there is in the hands of the treasurer, to the credit of the Deming schools, the sum of $4,251.09. The board this year also took up $4,000.00 of their bonded indebtedness.

All the county school buildings are supplied with good furniture. The school house in district number two was unfortunately destroyed by fire in June of the present year.

MORA COUNTY.

Rafael Romero, Superintendent.

Agreeably to the request contained, in your circular of the 8th inst., I have the honor to herein enclose, the annual report from this office, for the current year. As you will observe, the value of the public school houses and furniture has increased $5,305.95; the efficiency of the teachers employed has been marked; larger attendance of pupils has thus been secured. It is my aim to invite the best talent obtainable, for the salaries paid, for the teachers that will teach in our schools, this fall. Should the present emulation, (in the building of school houses) continue, nine out of the eighteen districts, that have no school house, will build a school house, during the coming year.

UNION COUNTY.

Luciano Castillo, Superintendent.

I report with pleasure that Union County is progressing along educational lines. The county's revenue are now on a satisfactory basis, and the steady growth of the schools is a matter of much congratulation.

Owing to the prevalence of contagious diseases, the school terms have been shortened in several districts of Union County, especially at Miera and Mosquero, where the schools were closed and the year's work left unfinished, only a short time being allowed to continue in its public operation. Our Folsom and Clayton schools are well graded.

Two new buildings were built for occupancy this year. Notwithstanding that this office has met with some adverse circumstances, the schools have grown stronger; the interest throughout the county has increased and the school work has succeeded in arousing a spirit that is aiding in the development of the child.

Directors and the public generally are realizing that preparation is necessary for the walks of life, and that it should extend beyond the primary grade.

COLFAX CONTY.

W. A. Chapman, Superintendent.

Thinking that the financial report of the school districts of this county might be of considerable interest to you, I send you a copy of the same published in the last issue of the Raton Range. Affairs are in such excellent shape that I could not resist the temptation of sending this, as the figures will speak for themselves.

In the first place not a district is in debt; in the second place on January 1st, 1903, the balance on hand was $4,674.15 and the balance on January 1st, 1904, was $5,767.67, over $1,000.00 to the good. More school during that year than any previous year. Another point I would wish to bring to your notice—the County Superintendent's orders paid during the year, $1,022.42, and when it is remembered that my salary is $900.00, you will see that the expenses for running the office have been reduced to a minimum. I have created three new districts within the past year.

I would also wish to state that the schools composed almost entirely of native children have had more school in the past year than ever before, and in some, such as Colmor, Rayado, Martinez and Vandaritas, have good sized balances to their credit. There was a time when I came into this office that these small rural schools seemed to have a desire to run their schools up to the last cent, with no precautions as to future, and oftentimes the terms here run into inclement weather, or that season when plowing or harvesting was to be done, and the older children taken from the schools to the detriment of the whole school; but now I think things are more systematic and the directors, I will say without an exception, are beginning to see that they must look ahead and have some regularity as to the length of the school terms.

LINCOLN COUNTY.

Edward J. Coe, Superintendent.

School Summary.
Statistics for School Year 1903-1904.
School population, 2,114, increase over previous year, 88.
Enrollment of pupils, 1,397, increase over last year, 37.
Average daily attendance, 813, increase over last year, 23.
Number of teachers employed, 37; number of schools, 33.
Salary paid teachers, $8,950.63.
Average wages paid teachers, $50.
Average number of months taught, 4.5.
Annual receipts, $14.499.31; annual expenditures, $11,922.69.

REPORT.

The apportionments of the General School Funds for the last year have been much smaller than the same were for the year previous. This accounts, very materially, for there not being a greater number of months taught in the county. The school population has increased 88, while the enrollment has increased 37, and the average daily attendance 23. The receipts from the General School Funds are $4,273.75 less than those of last year, while the receipts from license, fines, poll taxes, etc., are $2,340.50 greater than those of last year. The total annual receipts are $3,878.11 less than those of last year.

One new school district has been formed and four new school houses have been built during the year, while a number of other school buildings have received repairs.

One special and two regular teachers' examinations have been held during the year, in which 27 applicants were examined; seven of which failed to secure certificates. The regular Territorial first and second grade questions were used at the regular examinations in August and November. Third grade questions were prepared by the county board but were not used at either of the regular examinations; being submitted only at the special examination in September. Our third grade questions are but very little easier than those of the regular second grade. Applicants for the third grade certificate in this county must make a general average of 60 per cent.

This county had a term of four weeks of the teachers' institute last August, conducted by Professor D. M. Richards, of the A. & M. A. College. The attendance throughout the term was remarkably good, and the advantages gained by the longer session were appreciated by the teachers from the fact that the four weeks' work gave ample time for the needed review, and tended to incrase that interest in the general school work that is usually awakened only at the close of the short term.

The educational exhibit for the St. Louis fair from this county, under the general supervision of Mrs. George W. Prichard, of White Oaks, was quite complete and reflects credit upon the educational work of the county. This exhibit consisted of photographs of school buildings, school groups, and interiors artistically arranged in large frames; and drawings, writing exercises, etc., showing the work as done by the different grades.

The distribution at the beginning of the year of the late compilation of the school laws filled a long-felt want, and has placed school directors generally in a better position to do their duty. In addition to the distribution of the laws among the directors, posters of some of the most important sections have been printed and posted at different times throughout the county.

All the common school studies as required by the laws of the Territory were taught, and in addition to these, algebra, physics and civil government have been added in a few instances. In some of the native districts the English-Spanish readers have been used to some extent after the primary work.

EDDY COUNTY.

M. P. Kerr, Superintendent.

Some time ago you wrote me, when I sent forward my annual report, that I submit some written details in regard to my observations of schools in Eddy County, New Mexico.

The severe criticism which we hear and so often see about the defective public school system and which comes, I am sorry to say, from the active workers in the field and from those who are unable to see the defects of methods standing behind scenes, and to see the faulty machinery and to deplore its management and its construction are not without cause. Yet the conservative worker believes like everything else American, it wil shape itself in due time to the needs of the people. The country presents conditions peculiar to the Territory. There are large stretches of country not supplid with schools. There are not families enough in one district to justify the establishment of a school. These are the conditions of the area east of the Pecos River, except Lone Tree and Monument; it is equally true of the area west of Malaga and in the mountains. All through these regions are scattered families, with many children too remote to send to any schools. The interest of the people to have schools is shown by the fact that almost all of the school houses have been built by subscription, by the people living in these districts and such aid as they could get from the business men of Carlsbad. These school houses represent sacrifice and patriotism worthy of commendation. Now, one of the problems to be solved is how to reach this scattered population. In the town of Carlsbad the best of schools possible should be maintained, and every encouragement given to induce the people in these areas to come in town while school is in session. This leads up to the duties of the county superintendent and his is no easy task. It means long rides to do his work, it means to urge the necessity of good teachers. Colonel Chaves, I desire to call your attention to the fact that under the present law only first-class counties pay the county superintendent for visiting schools. County superintendents should counsel and advise often with the boards of education. Boards of education should be competent men who have made life a success in a business way and who are content to deal with financial questions, only leaving the rest to those who have made such things a study.

Now if the teacher is the possessor of the six attributes given by J. C. Sloan, accuracy and precision in the mother language, encouragement of refined and gentle manners that are the result of fixed habits of thought and power of reflection, efficiency and power to do, power of intellectual growth and power of moral judgement, the trust is well placed and his task is not a difficult one, if he uses judiciously means at hand. This brings us to the Normal Institute an absolute necessity. No teacher can afford to do without this aid, any more than without one or more educational papers.

The best material possible should be obtained for instruction in this normal work. The standard of examination for teacher should always have an upward tendency. I would suggest that Section No. 1526 of the Compiled School Laws be amended so that teachers holding first-grade certificates, the old laws making it compulsory for applicant for first-grade, take the new subjects that have been added.

Next, the grading of the schools throughout the country is a need not to be overlooked, an effort to have a uniform course of study, to end with the grammar school; and when this work is completed, let the county superintendent test the ability of the pupil to enter Carlsbad High School. The county teachers would be relieved of extra studies, and could do more work with the children in the common branches, because of fewer recitations, and more time to each. Attendance is a serious question, how to hold pupils to close of term has puzzled the best of teachers.

Be the faults of the system what they may, there will be few failures in the result, if we all put our shoulders to the wheel and press forward for the best interests of the school. I close by stating no man in the Territory or in any other state has done more to advance and improve the public school system than yourself.

DONA ANA COUNTY.

Albert J. Fountain, Superintendent.

In compliance with the law, and your recent favor, I respectfully beg leave to submit my annual report, with a brief report of the general conditions of our school matters in this county. The general condition of our public schools during the year commencing August 1st, 1903, and ending July 31st, 1904, was good, notwithstanding the fact that we started with limited funds from last year's school fund. I enforced the strict collection of poll tax, and have collected over 90 per cent. of poll tax in the county, and have held 96 3-4 months of school through the county this year with the best of teachers in most every school district; which fact is shown by the advancement the children have made in their studies.

With the exception of six, every district has a school house; yet the increase of children is such, that the school houses are becoming too small for the number of children. Hence we cannot compel all of the children to attend school, for we could not accommodate them. This is a great misfortune, but we cannot help it, with the small amount we get from the general tax, though I hope some provision be made to meet this requirement.

In Las Cruces and Mesilla, there were so many children enrolled at the beginning of school that we were compelled to accommodate only so many and no more. On this account we caused the Las Cruces school board to issue $13,400.00 school bonds to build a modern and ample school house, which I hope will soon be under construction. The Mesilla school district contemplates the completion of a new school building this year.

This year, with your aid we saved to the school fund over $500.00 on the vaccination scheme. The people have appreciated this action and many have been the kind expressions towards you, General Bartlett and your humble servant. This saving, and the collection of poll tax, gave this county over $1,605.39 during the present year, which otherwise it would never have had. This will give us a balance of $7,270.97 with which to begin the new scholastic year, which promises to be a most favorable one. In regard to the vaccination law, I would suggest that the same be amended so as to leave no doubt as to its meaning, and to prevent all chance to unscrupulous health officers, in connection with school money.

Rejoicing in the good success we had this year with our school matters in general, I thank God for the success we have had in the past, and pray that we may have better in the future.

I am very proud of the honor of being an officer under your supervision and I very respectfully submit this, my report, done in good faith and to the best of my ability.

Recapitulation Territorial Institutions.

Location	No of Schools.	No of Teachers.	No Months Taught.	School Census.	Enrollment	Average Daily Attendance.	Total Salary Paid Teachers	Total Receipts	Total Expenditures.	Value of Improvements During Year.	No. Volumes in Library.	Value of Library and Apparatus	Total Value of all Property.
University, Albupuerque	..	15	9		185	168	$ 14,100 00	$ 17,688 15	$ 19,796 62	$ 2,623 17	5,000	$ 9,000 00	$ 80,000 00
College of Agriculture and Mechanic Arts, Mesilla Park	.	29	9	.	234	. ...	25,380 00	40,164 76	40,164 76	7 000 00	12,000	58,000 00	120,000 00
Normal University, Las Vegas	. ...	12	9	...	186	142.3	11,850 00	23 777 79	16,550 00	3,200 00	2,500	5,000 00	70,000 00
School of Mines, Socorro .. .	.....	9	9	..	103	..	9,820 00	12,700 95	18,399 50	1,000 00	3,000	10,000 00	80,000 00
Normal School, Silver City....	.	10	9	. .	170	123	8.130 92	20.054 64	16,249 43	1,200 00	4,500	7,000 00	59,000 00
Military Institute, Roswell	. ..	8	9	.	117	117	5,777,48	32,573 71	28,818 30	10,000 00	2,000	4,000 00	70,000 00
Deaf and Dumb Asylum . . .	.. . .	...	. ...	...	.	. .	....	8,193 30	7,889 45	7,215 45	. . .	500 00	30.000 00
Total............	.. .	83	54	. .	995	550 3	$ 75,058 40	$155,152 30	$147,398 06	$ 32,238 62	29,000	$ 93,500 00	$ 509,000 00

City Public Schools.

Location.	No of Schools.	No. of School Rooms.	No. of Teachers.	No of Months Taught,	School Census.	Enrollment	Average Daily At-tendance	Total Salary Paid Teachers,	Receipts, Poll Tax, Fines, etc	Total Receipts	Total Expenditures.	Value of Improvements during Year.	Total Value of all Property.	Bonded Debt
Santa Fe	3	11	12	9	2080	575	331	$ 6,261 25	$ 457 00	$ 7,374 34	$ 7,329 07	$ 43 40	$ 78,325 00	$ 28,000 00
Las Vegas . .	2	22	17	9	943	743	528	8,670 10	377 32	15,899 43	12,155 08	652 38	52,000 00	35,000 00
Raton.....	2	15	17	9	1045	745	676	9,805 00	....	10,835 08	10,835 08	....	60 000 00	15 000 00
Silver City	1	6	6	10	876	408	245	4,500 00	. .....	8,243 68	6,073 56	494 81	10.500 00	. ...
Las Cruces . ..	5	5	5	10	1388	413	235	3,200 00	2,553 93	7,286 32	4,097 56	300 00	21.500 00	13 500 00
Albuquerque .	5	35	34	9	2311	1619	1227	17,565 00	600 00	28,000 00	27,650 00	34,000 00	115,000 00	94,000 00
Roswell.	3	20	21	9	1566	1225	950	16,248 12	383 40	38,558 32	38,558 32	12,000 00	45,000 00	35,000 00
Socorro...	5		5	7	484	332	152	1,680 00	1,498 47	4,882 25	2,970 42	.. . . .	23,100 00	15,000 00
Gallup..	1	7	7	9	396	294	225	5,130 00	302 00	9,390 00	7,451 22	3,000 00	20,000 00	7,500 00
....	27	121	124	81	11089	6354	4571	73,059 47	6,172 12	130,469 42	117,120 31	50,480 59	425,125 00	243,000 00

Public High Schools.

Location	No. of Teachers	No Years in Course of Study.	Enrollment					Average Daily Attendance.	No Months Taught	No Volumes in Library	Value of Library and Apparatus
			1st Year.	2nd Year	3rd-Year	4th Year	Total				
Albuquerque	4	4	40	25	20	5	...	65	9	3,000	$ 2,000 00
East Las Vegas	4	4	26	24	..	..	50	35	9	420	1,000
Raton	3	4	21	21	5	3	..	39	9	325	350
Roswell	5	4	40	33	10	7	...	85	9	350	250
Santa Fe	2	4	14	17	5	5	41	30	9	130	160
Carlsbad	2	3	6	8	5	..	19	18	8	300	250
Deming	2	3	22	12	7	....	41	34	9	500	750
Gallup	2	2	14	12	.	...	...	20	9	250	150
Total	24	28	183	152	52	20	407	326	71	5,275	$ 4,910 00

SCHOOL

Counties.	Teachers.			Enrollment			Average Daily Attendance.			No. of Scholars between the Ages of 5 and 21 Years			Number of schools.	Months taught.
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females	Total.		
Bernalillo	29	34	63	2,836	2,501	5,337	2,303	1,970	4,273	3,612	3,007	6,619	62	504
Chaves	10	36	46	846	840	1,686	509	500	1,009	1,268	1,206	2,474	21	96
Colfax	12	36	48	931	958	1,889	723	750	1,473	1,627	1,497	3,124	36	138¾
Doña Ana	4	20	24	793	596	1,389	448	356	804	2,262	1,915	4,177	21	96¾
Eddy	10	17	27	593	527	1,119	358	338	696	592	527	1,119	27	100
Grant	3	30	33	836	721	1.557	460	412	872	1,748	1,581	3,329	23	139
Leonard Wood	11	15	26	612	514	1,126	349	303	652	1,092	929	2,021	18	86¼
Lincoln	11	26	37	718	679	1 397	414	399	813	1,133	981	2,114	33	114½
Luna	3	9	12	253	261	514	163	179	342	407	421	828	5	36¾
McKinley	2	9	11	279	255	534	262	241	503	394	294	688	5	37
Mora	32	13	45	1,368	1,113	2,481	1,069	884	1,953	2,016	1,874	3 890	45	133
Otero	13	21	34	707	610	1,317	495	458	953	707	610	1,317	22	78½
Quay	9	5	14	251	192	443	152	141	293	482	387	869	11	39
Rio Arriba	34	16	50	1,106	774	1,880	2,021	1,490	3,511	2,354	2,183	4,537	50	127
Roosevelt	6	12	18	402	423	825	322	310	632	706	687	1,393	9	38
Sandoval	17	7	24	541	397	938	351	292	643	1,055	1,053	2,108	24	67
San Juan	4	23	27	560	470	1,030	327	311	638	789	694	1,483	27	96
San Miguel	60	35	95	2,335	1,718	4.053	1,456	1,092	2,548	4,023	3,547	7,570	95	311¾
Santa Fe	27	15	42	1,307	982	2,289	1,010	790	1,800	2,901	2,953	5,854	28	137
Sierra	9	8	17	391	344	735	248	220	468	689	598	1,287	17	90½
Socorro	37	20	57	1,563	1,112	2,675	906	698	1.604	2,249	2,070	4.319	57	203
Taos	21	7	28	955	657	1,612	589	376	965	955	657	1,612	28	123
Union	20	12	32	634	477	1,111	411	314	725	1,159	1,070	2,229	24	87½
Valencia	28	14	42	1,132	635	1,767	902	510	1,412	1,886	1,553	3.439	41	214
Total	412	440	852	22,948	17,756	39,704	16,248	13,334	29,582	36,106	32,294	68,400	729	3,094¼

*Deficit secured by City of Roswell school bonds.

HOOL SUPERINTENDENT'S ANNUAL REPORT FOR THE YEAR 1904.

	Receipts.				Expenditures			
Months taught.	Balance August 1, 1903.	From county school fund.	Poll tax, fines, etc.	Total.	Teachers' wages.	Rent, fuel, etc.	School houses and grounds.	
504	$ 10,816 86	$ 11,489 33	$ 26,052 52	$ 48,358 71	$ 30,967 25	$ 4,769 97	$ 9,524 00	$
96	3,338 07	24,588 58	567 40	28,494 05	20,468 12	4,565 84	16 716 31	
138¾	7 214 21	10,271 40	13,272 98	30,758 59	22,105 24	1,828 07	354 26	
96¾	4,196 47	8,782 30	4,184 91	17,163 68	7,957 00	1,818 10	117 61	
100	11,981 51	10,238 72	3,749 14	25,969 37	12,047 50	1,879 26	3,244 60	
139	11,590 50	9,661 05	9,748 93	31,000 48	14,640 00	1,984 59	2,795 47	
86¼	4,541 18	5,254 60	3,641 50	13,237 28	5,757 55	888 62	1,594 49	
114½	5,852 16	5 687 48	2,959 67	14,449 31	8,950 63	1,372 56	1,599 50	
36¾	8,663 92	11,600 40	401 90	20,666 22	7,367 50	7,791 70	536 60	
37	2,128 98	9,474 89	1,946 18	13,550 05	7,379 22	1,234 04	2,633 46	
133	6,307 67	5,129 70	4,672 98	16,110 35	6,932 75	758 25	825 82	
78½	4,178 97	4,992 92	7,525 25	16,697 14	9,123 75	2,136 53	1,966 52	
39	3,171 67	1,052 26	2,214 24	6,438 17	3,692 67	1,235 71	73 70	
127	5,833 03	8,467 92	......	14,301 00	5,488 50	1,250 36	1,045 74	
38	2,847 28	5,599 26	380 00	8,826 54	4,770 00	779 26	2,010 00	
67	2,176 43	3,266 97	599 75	6,043 15	3,531 60	572 22	......	
96	1,491 51	5,604 68	1,471 47	8,567 66	5,366 65	112 99	1,847 78	
311¾	20,828 01	25,693 61	2,043 57	48,565 19	23,003 60	4,720 17	1,198 43	
137	3,839 33	12,171 58	740 80	16,751 71	10,672 15	676 30	2,185 27	
90½	6,158 84	3,152 15	1,842 16	11,153 15	4,861 50	801 18	......	
203	8,759 69	10,779 82	5,879 67	25,419 18	12 001 50	4,020 98	1 492 37	
123	6,788 31	9 120 61	85 01	15,993 93	5,560 94	1,146 90	566 08	
87½	7,787 31	7,372 25	4,004 36	19,163 92	9,118 00	2,263 35	......	
214	21 926 38	5,191 40	4,461 48	31,579 26	8,289 77	1,588 87	365 00	
3,094¼	$ 172,418 34	$ 214,643 88	$ 102,245 87	$ 489,308 09	$ 250,123 39	$ 50,195 82	$ 52,693 01	$

		Miscellaneous				Private Institutions.	Enrollment.		
Total.	On hand August 1, 1904.	Value of public school houses and furniture.	Bonded indebtendess.	Number of volumes in school library.	Value of school library.	Name and Location	Males.	Females.	Total.
45 261 22	$ 3,097 49	$ 155,615 00	$ 8,000 00	....	....		....	....	....
41.750 27	*13,256 22	66 500 00	41,000 00	200	$ 300 00	In debt $13,256 22.	....	....	....
24,287 57	6,471 02	95,640 00	15,150 00	1,400	1,400 00		....	....	....
9,892 71	7 270 97	8,715 00	14,746 00	....	....		....	....	....
17,171 36	8.798 01	28,860 00	....	....	....		....	....	....
19,420 06	11,580 42	47,800 00	....	465	940 00		....	....	....
8,240 66	4,996 62	6,295 00	....	....	....		....	....	....
11,922 69	2,576 62	34,550 00	21,000 00	380	219 00	4	18	27	45
1,5695 80	4,970 42	22.800 00	11,000 00	700	500 00		....	....	....
11,246 72	2,303 33	19,180 00	....	....	....		....	....	....
8,516 82	7,593 53	11,880 95	7,000 00	....	....		201	226	427
13,226 80	3,470 34	38,100 00	25,700 00	....	....	Baptist College.	52	50	102
5,002 08	1,436 09	11,000 00	8,000 00	..	90 95		....	....	....
7,784 60	6,516 40	2,350 00	2,150 00	....	....		43	105	148
7,559 26	1,267 28	7,400 00	....	....	....		....	....	....
4,103 82	1,939 33	1,500 00	....	....	....	St Nicholas Academy, Bernalillo	....	60	60
7,327 42	1,240 24	15,000 00	9,950 00	....	....		....	....	....
28,922 20	19,642 99	93,144 00	61 500 00	1,352	742 88		180	225	405
13,534 72	3,217 99	82,775 00	28,000 00	175	200 00		....	....	....
5,662 68	5,490 47	5,700 00	....	....	....		....	....	....
17.514 85	7,904 33	37,775 00	18,000 00	114	932 00	1 Socorro.	....	14	14
7,273 92	8,720 01	2,260 00	....	....	....		....	....	....
11,451 35	7,712 57	23,700 00	16,000 00	100	100 00		....	....	....
10,243 64	21,335 62	6,200 00	....	....	....		15	75	90
353,012 22	$ 136,295 87	$ 824,739 95	$ 287,196 00	4,886	$5,424 83	....	....	....	....

Presbyterian Mission Schools.

Location.	No of Scholars.	No. of Months Taught.	No. of Teachers.	Enrollment	Salary Paid Teachers.	Total Receipts	Total Expenditures.	Value of Property.
Santa Fe	1	9	8	......	..	......	... .	.
Albuquerque	1	9	10	... .	. ... ..	......	... .	..
Raton	1	9	1	... ..	....	......	. .	. .
Halls Peak	1	9	1	......	....	...	... .	. ....
Mora	1	9	1	... ...	... ..	.. ..	. . .	.
Agua Negra	1	9	2	... .	. ...	... ..	.	
El Rito	1	9	1	.... .	.. ..	.. .	.	..
Taos Valley	5	9	6	.... .	......	. .	...	. .
Enbudo	1	9	1	......	......	.. ...	.	. .. .
Penasco	1	9	1	......	....	.....	.. .	. .
Las Truchas	1	9	2	....,	......	.....	.....	..
Chimayo	1	9	2	.....	......	......	......	. .
Trementina	1	9	1	.. ..	....	.... .	. ...	.
Pajarito	1	9	1	..... .	......	...	....	.
Los Lentes	1	9	1	......	....	.... ..	. ..	.
Socorro	1	9	1	.....	....	... .	... .	. .
Las Cruces	1	9	2	......	......	....	.. .	...
Jemes	1	9	1	....	......	......	..	.
Las Vegas	1	9	1	......	. ...	......	..	.
				2,300	$20,100	.. ...	$25,000	$94,058
Totals	23	171	44	2,300	$20,100	....	$25,000	$94,058

Methodist School.

Location.	No. of Schools	No of Teachers.	No, Months Taught.	Enrollment.	Average Daily Attendance.	Total Value of all Property.
Albuquerque College Preparatory	2	4	6	30	25	$ 24,000 00
Albuquerque Harwood Home or Girls Industrial Home	1	4	8	45	40	12,000
Las Vegas Mission	1	2	8	.....	......	... .
Dulce Apache Mission	1	2	8	40	35	4,000
Navajo Misson Schools	1	2	8	15	12	6,000
Tiptonville Mission	1	1	6	20	16	2,000
Cerro Mission	1	1	3	20	16	....
Rio Chiquito Mission	1	1	3	22	18	....
Costilla Mission	1	1	3	20	15	....
Hillsboro Mission	1	1	3	45	30	....
Ocate Mission	1	1	3	25	20	....
Barny Mission	1	1	2	10	10	....
Total	13	21	61	292	237	$ 48,000

Baptist Mission Schools.

Name and Location.	No. of Schools.	No of Months Taught.	No. of Teachers.	Enrollment	Average Daily Attendance.	Salary Paid Teachers.	Total Receipts	Total Expenditures.	Value of School Property
N M. Bpt C'ch,, Alamogordo.	1	9	5	80	65	$2,000	$2,500	$2,500	$15,000
Echo Mission. Velarde......	1	9	4	90	70	1,700	2,000	1,800	1,200
Navajo Miss'n, Two Gray Hills	1	10	3	35	30	1,500	1,500	1,500	1,000
Industrial School, Alamogordo	*1*	*8*	*2*	*28*	*20*	*800*	*1,000*	*1.000*	*600*
Total..........	4	36	14	233	185	$6,000	$7,000	$6,800	$17,800

Congregational Church Mission School.

Location.	No. of Schools	No. of Teachers.	Enrollment.	Salary Paid Teachers.	Total Receipts,	Total Expenditures.	Value of School Property.
Atrisco	1	2	65	$ 1,050	$ 1,200	$ 1,200	$ 1,000
Barelas	1	2	76	950	1,100	1,100	500
Cubero	1	2	50	1,000	1,050	1,050	1,000
Amado	1	2	78	1,000	1,250	1,250	800
San Rafael	1	2	86	1,000	1,100	1,100	1,200
Ceboyeta	1	2	75	1,000	1,150	1,150	500
Total	6	12	430	$ 6.000	$ 6,850	$ 6,850	$ 5,000